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ABSTRACT

Designed to give Appalachian high school students an awareness of their own mountain culture, this guide begins with a section on values clarification and cultural awareness. Chapters II through V lay the groundwork and give reason and explanation to the works the students will examine in Chapter VI. These chapters deal with the geography, history, and folk culture of Appalachia and with Appalachian language. Chapter VI, "Appalachian Literature," covers the following: (1) Tall Tale and Tall Talk; (2) Local Color: Realism and Romance; (3) New Dimensions of Realism: Renaissance in the Hills; (4) Using the Past to Search for Identity; (5) Poetry; and (6) Essays in Criticism and Culture. Each of these sections contains suggested teaching methods and student activities. The Project section of the guide, to be used the last week of the course, is designed to enable students to investigate a part of the course that especially interested them, by working on individual projects. (Author/CM)

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APPALACHIAN STUDIES
FOR THE HIGH SCHOOL STUDENT
WITH AN EMPHASIS ON APPALACHIAN LITERATURE

By

Jeanne Tarullo Hays

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APPALACHIAN STUDIES

for the High School Student

with an emphasis on Appalachian Literature

Jeanne Tarullo Hays
July 18, 197?
Appalachian Workshop Project

INTRODUCTION

...And, now, I feel
The sweet true surge of life in every vein,
Herein this night with brighter stars above
With beauty, song, and peace to soothe my brain
Among these rugged hills of home I love.

(from "These Hills I Love" - Jesse Stuart)

The ultimate and transcendent goal of my work in establishing a guideline for the study of Appalachia is to offer an opportunity for my students to experience feelings similar to the ones expressed by Jesse Stuart in the preceeding poem. This may strike some as odd, since on the surface a curriculum guideline should by its nature not be so aesthetic. But, the students I deal with are very special in that they are Appalachian by classification, yet truly unaware of the culture they are associated with. In fact, this mountain culture is an existence that has caused great identity problems with them and consequently rejection.

Through the course of study outlined in the following pages I hope my students will become aware that mountain and hollow folk are much "richer" than they had ever dreamed, and ultimately be able to share in the Appalachian experience, something they had had no use for previously.

The guideline strategically and carefully begins with values clarification and cultural awareness. This is probably the most critical chapter in the course, because a student must not only become aware of himself, he must be able to accept what he discovers and accept others. Chapters II thru V lay the groundwork and give reason and explanation to the works the students will examine in Chapter VI.

Unless my students become aware of the culture they are dealing with, the study of the literature of that culture would be fruitless. So many questions would remain unanswered, and these mountain folk would remain a misunderstood, "peculiar people" , forever gapped by the cultural link that was never made between them and the student.

I am somewhat of a pioneer in the study of Appalachia in my community. This will be the first attempt to offer such a course in my school, and I am somewhat apprehensive of what the results could be. Yet, I remain optimistic, for I feel nothing can be lost from my endeavor; even if a student does not remember the literary litany of Appalachia, if that student better understands himself and others, I will feel successful.

APPALACHIAN STUDIES

for the High School Student

with an emphasis on Appalachian Literature

I. Values Clarification and Cultural Awareness

II. Geography of Appalachia

III. History of Appalachia

IV. Folk Culture of Appalachia

V. Appalachian Language

VI. Appalachian Literature

A. Tall Tale and Tall Talk

B. Local Color: Realism and Romance

C. New Dimensions of Realism: Renaissance in the Hills

D. Using the Past to Search for Identity

E. Poetry

F. Essays in Criticism and Culture

VII. Project

I. Values Clarification and Cultural Awareness

A. Values Clarification

B. Cultural Awareness

C. Goals

D. Time Allotment

E. Testing

I. Values Clarification and Cultural Awareness

A. Values Clarification

1. Introductory comments on values - what they are, how we clarify them, what information we can gather through learning someone's values.

2. Activity: Go through several values clarification exercises using Values Clarification, making sure students become distinctly aware of their own values.

3. Assignment: After several values clarification exercises, have the students write a paragraph or two in their notebooks on what kind of a person they are - what they value in life, what are their priorities, etc.

4. Lecture on Appalachian Values/ American Values from Jim Wayne Miller's paper of the same title. Also use Loyal Jones' article on Appalachian values from Voices from the Hills. The distinct Appalachian values will be discussed.

5. Activity: After the lecture notes, students should compare their own values to Appalachian values. Are there any similarities, or differences? How do they feel about an Appalachian value that is quite different from their own? Oral discussion.

6. After exploring differences and similarities among values, stress that all of these values are members of American values, in general.
7. Assignment: In notebooks, students should make two columns, Appalachian Values and My Own Values. (some will be similar and some different.)

B. Cultural Awareness

1. What is culture? Why do we study it? Does each person have his own unique culture? Oral discussion and lecture.
2. Activity: Genealogy and heritage search. Everyone will be given a ditto sheet of a basic structure for a family tree and will be asked to interview parents, etc, in order to find out as much information as possible about their family background. (place of birth, birth and death dates, what area family lived in, etc.) Some students will be able to find more information than others.
3. Assgn: In addition to the family tree sheet, students will write as much information as possible about their heritage. - what nationality are they? what brought them to the area? when? - any facts to help them find out about their ancestors and eventually about themselves.
4. Activity: An interview or twenty questions game to find out about someone's heritage.
5. Activity: Students will exchange notes on their heritages and compare and contrast within small groups. This should also tell the teacher what type of backgrounds she is dealing with and help her to make the course more personal and relevant.

6. Activity: Additionally, role playing may be used for value and culture differentiation. Ex. Appalachian mountaineer coming to town and his encounter with different townspeople, or A "town student" visiting Appalachian friends or relatives in the mountains.

   * Caution and care should be used on the part of the teacher to keep the activity under control, reminding the students they are playing roles, which may differ from their own identity or personal feelings.

7. Activity: Administer the Appalachian test, a type of IQ test involving only Appalachian things. Compare results among students.

8. Activity: Debate - progress vs. tradition.

C. Goals for Chapter I.

1. Clarifying values of students through exercises. Making sure they realize what kind of persons they are.
2. Becoming aware of Appalachian values and finding similarities and differences between these sets of values. (their own and Appalachian values)
3. Individual awareness of their own intimate cultural heritage.

D. Time Allotment: Approximately one week to one week and a half.

E. Testing:

1. Short quiz or test over material in Chapter I.
2. Caution should be taken not to make the student feel that there are any black and white answers when discussing values and cultural awareness.
3. The testing should involve thoughtful short essays to make sure the student understands the fundamentals of this chapter. If this chapter is misunderstood the course could

II. Geography of Appalachia

A. Geographical Determination of Appalachia

B. Concentration on Eastern Kentucky

C. Maps

D. Flora and Fauna

E. Class Structure

F. Goals

G. Time Allotment

H. Testing

II. Geography of Appalachia

A. Geographical Determination of Appalachia

1. Area of Appalachia stretches from Canada to northern Alabama; 2,000 miles long and 200 miles wide; states involved.

2. Southern Highlands or Southern Appalachia - (detailed information may be found in Campbell's book, pp. 10-18) - this area mainly includes the region south and west of the Hudson River, mainly from Pennsylvania southwest to Alabama - 150,000 square miles, an area the size of Japan or Poland, population of 20 million. (See map on page 1 of Campbell's book for the nine states involved.)

3. Three main regions in Southern Appalachia:

a) Blue Ridge - granite mountains; eastern section of Appalachia; rugged mountains; waterfalls, etc.; includes the Blue Ridge in Virginia and the Smokies of North Carolina and Tennessee.

b) Ridge and Valley - long, wide valleys; natural lines of communication; urban; over half of Appalachian population lives in this area.

c) Cumberland-Allegheny Highland - sandstone; lower heights than in Blue Ridge; mineral resources here; Eastern Kentucky is a part of the Cumberland Mountains.

B. Concentration on Eastern Kentucky

1. Actual counties involved; also cities and towns included. (part of the Cumberland-Allegheny Highland)

2. How does Eastern Kentucky compare with the rest of Appalachia? What are the main resources; what is the size, terrain, etc. Oral discussion.

C. Maps

1. Students will be given different maps of Appalachia. Some maps will show the three main regions, others will show a detailed, intense county study of Southern Appal.

D. Flora and Fauna

1. a) Activity: Students will be asked to orally name trees, plants, flowers, etc that they are familiar with in their area.

b) Oral discussion will follow - have they visited other areas where the trees, etc. were quite different? Explain.

c) Rainfall - no less than 45" in the area. Discuss the importance of rainfall compared with the rest of the nation.

2. Activity: Discussion of Red River Gorge. Why was and is it biologically priceless? A debate could also take place over the damming of the Gorge.

E. Class Structure

1. a) hollow folk - traditional, mountain people

b) town folk - professionals, businessmen, etc.

c) big road folk - left the hollows - gone up the "road" to the "big city". - or moved along the "big road" between the hollow and the town.

2. Activity: Class Discussion. Do they feel this is an accurate categoriaztion? Does this structure exclude anyone? What makes each class unique? To which class do they belong?

F. Goals for Chapter II.

1. General knowledge and familiarity with Appalachia, and in particular, Southern Appalachia.
2. Concentrated analysis of Eastern Kentucky as a part of Appalachia.
3. Awareness of geographical differentiations within Appalachia and between Appalachia and the rest of the United States.
4. Awareness of the class structure (in many ways determined by geography) and how they fit into this class structure.

G. Time Allotment: Approximately one half week to one week.

H. Testing

1. Short test on the ability to distinguish Appalachia from the rest of the United States. - which states are involved, terrain, etc.
2. Class Structure should also be included on the test - the student must know what the structures are and what they mean.

III. History of Appalachia

A. Ancestry

B. Pioneer Routes

C. Indian Appalachia

D. Appalachia's Role thru U.S. History in Major Wars

E. Coal Industry

F. Appalachian Migration

G. Goals

H. Time Allotment

I. Testing

III. History of Appalachia

A. Ancestry

1. Where the Appalachian people originated. Using Cratis Williams' lecture on "The Appalachian Experience" explain the history of the "Scotch-Irish" people:

a) Border people - rather isolated - lived between Scotland and England; lived in this border area as a result of repeated invasions from Anglo-Saxons, Romans, etc.

b) Border folk beliefs - fatalists, male and female equality. (property was passed down from mother)

c) Border people were sent to Northern Ireland to prevent Catholicism. They carried with them: oldest English dialect, mastery of old skills, independence, pride, and blue eyes and blond hair.

2. Another theory regarding the ancestry of Appalachians - Harry Caudill's theory:

a) Orphans, penniless workmen, debtors and "human refuse" from England were taken to or escaped to the New World.

b) Because these people could not adjust to the plantation life, they ran to the interior - to Appalachia.

3.Additional groups in Appalachia:

a) The Germans - settled in Pennsylvania and the Shenandoah Valley. They retained their Lutheran Protestant Church and their language.

b) Heterogeneous group - French, Welsh, English etc. - coming out from the colonial section of America - for economic opportunity, political glory or fleeing responsabilities.

B.Pioneer Routes

1.Appalachian Settlement 1730-1775

a) Port of entry - Philadelphia, not Southern ports

b) Moved down the mountain chain because the land around Philadelphia was settled.

c) Settlement occured in North Carolina, others went to Pittsburgh, and came down the Ohio River, while others (including Daniel Boone) came through the Cumberland Gap.

2. The map (page 33) in Campbell's book displays those routes.

C. Indian Appalachia

1. Indians came into North America from Asia at least 20,000 years ago.

2. Evidence today of the Indian existence in Appalachia:

a) Adena - many sites in Kentucky

b) Hopewell

c) Cherokee

3. The Cherokee in Southern Appalachia

a) Own language and newspaper

b) Sequoya

c) Trail of Tears - migration of Cherokee -"Wilderness Road"

4. Intermarriage between Appalachians and Indians

D. Appalachia's Role thru U. S. History in Major Wars

1. Revolutionary War

a) Appalachians served as effective soldiers because of their "know-how" in guerilla tactics.

b) Appalachian participation in significant colonist's victories.

* Saratoga - when the British were defeated the French joined the American struggle.

* King's Mountain - on border between North and South Carolina

2. War of 1812

a) British invasion of United States

b) Battle of New Orleans - Jackson emerged as hero of the war.

c) Jackson - 7th President - first President not from Massachusetts or Virginia - country people liked him ("one of their own")

d) Oliver Hazard Perry - distinguished himself in Naval victories on the Great Lakes - Hazard, Ky. was named for him.

3. Mexican War

a) Annexation of Texas by United States

b) Tennessee distinguished as Volunteer State

4. Civil War

a) On the whole, Appalachians were Union-sympathizers and non-slave owners - Republicans. Some families split and fought against each other.

b) Informal groups ravaged the countryside in Appalachia claiming allegiance to the North or South as a front for their actions.

c) Feuds - usually resulted among families who fought on opposite sides during the war.

* Activity: Speaker - Roy G. Eversole to talk about the French - Eversole feud.

d) Post Civil War - Appalachia was forgotten by the North and chastised by the South. As a result, Appalachia was grossly neglected in stats expenditures - road-building, education, etc.

e) John Fox Jr.'s Little Shepherd of Kingdom Come - a good account of Appalachian emotional upheavals during the Civil War. Reading

5. Twentieth Century Wars

a) In spite of being neglected in areas of community development, Appalachians remained loyal to national government - folk heroes such as Sgt. York evolved; in WWII Breathitt Co., Ky. never had to draft a single one of its citizens; little draft resistance during Vietnam War (several Hazard High School's graduates were killed and decorated in the war - Stringer, Stamper, and Clark boys) (Bobby Davis Park was erected for all the boys killed in WWII from Perry Co., Ky. - approximately 200 boys)

E. Coal Industry

1. Major industry of Eastern Kentucky
2. Coming of the railroad to Hazard
3. Influx of people of different ethnic backgrounds to work in the mines. (Poles, Italians, Blacks, Greeks, etc.)
4. Merchant class developed as a result of coal boom

* Activity: Speaker - Willie Dawahare to speak of his family as members of this merchant class.

5. UMWA in the coal industry

a) Activity: Suggested movie if available -"Harlan County, USA"

b) Attempts to organize non-union strip mines in early 1960's. Roving pickets were led by Vernon Gibson from Knott Co., Ky. - much violence erupted as a result.

c) Activity: Speaker - Bill Perkins of Hazard, Ky., a UMWA enforcer.

6. Broad form deeds and coal camps (Hardburly, Vicco, etc.)

7. Reading: James Still's River of Earth - selections read to the class on the subject of mining and coal camps.

F. Appalachian Migration

1. Beginning significantly in WWII, many Appalachians migrated to the North mainly to find work in the factories of Cincinnati, Detroit, etc.

2. This was perpetuated in the 1950's during the coal bust when natural gas and oil became very popular and automation replaced manpower in the mines.

3. Reading: The class will read "Adjusting" from The Dollmaker by Harriette Arnow found in Voices from the Hills. This work exemplifies very poignantly some of the problems encountered by the displaced Appalachian family.

4. Bulletin Board - The bulletin board may be covered with pictures taken from a calendar showing Appalachian scenes with an accompanying description. Many scenes are from the Depression era thru 1960.

G. Goals for Chapter III

1. General knowledge of what type of ancestral history came with the Appalachian settlers.

2. Knowledge of how the settlers arrived.

3. Historical awareness of Appalachia, especially as it was involved in national experiences.

4. Particular awareness of the community history.

H. Time Allotment: Approximately one week

I. Testing:

Objective testing on the knowledge of particular incidents.

Essays on how these incidents affected the nation as Appalachia.

IV. Folk Culture of Appalachia

A. Music and Ballads

B. Oral Tradition - Jack Tales and Riddles

C. Arts and Crafts

D. Superstitions and Folk Remedies

E. Bulletin Board

F. Goals for Chapter IV.

G. Time Allotment

H. Testing

IV. Folk Culture of Appalachia

* The Appalachian Studies Guide produced by the Carolina Regional Theatre will be used as a basic reference for this chapter on folk culture and will be referred to as ASG.

A. Music and Ballads

Ballads

1. Explain why ballad singing was and is so popular and essential in the Appalachians - "music supported the lifestyle of the mountains".

a) music for entertainment

b) music to work by

c)children's games involving music

2. Many ballads were tragic and some exemplified the mountain humor.

3. Activity: Read and analyse the two ballads in ASG, "Bonnie Wee Lassie" and "Barbra Allen".

4. Activity: Play an album of folk songs and/or ballads for the students. In their notebooks have them make note of the themeor subject of each song.

5. Play the taped recording of Loyal Jones' and Cratis Williams' presentations on the ballad. Activity

6. Assignment: Students are asked to interview parents, grandparents, friends, etc. in regard to collecting ballads. Have them write them down and in class students will compare ballads and explain any background they are aware of concerning the ballad.

•Students can break into groups and write their own ballads. One type of ballad they might try would be to write one about members of the group - make up ballad about each other.

Music

7. Activity: Discussion of the types of instruments used in mountain music - banjo, fiddle, dulcimer, guiter, mandolin,etc.

* Play the taped recording of "The Mountain Women's Cooperative String Band", a group of women musicians who convey the mountain music very well.

8. The teacher will demonstrate how to play the dulcimer.

9. Activity: The students will be encouraged to take or visit the dulcimer-making class at Hazard Community College.

10. Activity: Order KET film "Hills Resound" to exemplify music motifs and how music changed through history.

B. Oral Tradition - Jack Tales and Riddles

Jack Tales

1. Explanation of Jack-tales - a hero named Jack who throughout various difficult situations succeeds as a result of his natural cleverness.

2. Reading: Read the Jack tale in the ASG (pages 10 - 15 "Jack and the Northern Wind") or one from Richard Chase's book.

3. Activity: Play the taped recording of Leonard Roberts on the folk tale and Loyal Jones' Jack tale.

4. Activity: Have the class make up their own tale. Let one student begin the tale and each add a line or two until everyone has contributed and the story is complete. Possibly break the class into small groups and have each group write their own tale.

Riddles

5. Riddles were used not only to entertain but to teach.

6. Activity: The teacher will read the riddles in the ASG (pages 1-6) and have the students guess the answers.

7. Assignment: Have the students collect riddles in their notebooks and take turns asking each other.

C. Arts and Crafts

1. Grown out of basic necessities, mountain crafts also became a source of pride and beauty for the Appalachian - ex. quilt patterns, tools, household items, etc.

2. As industry progressed and "store-bought" items became readily available, these crafts were no longer necessities, but expressions of pride and talent.

3. Activity: Have students name some crafts they may be familiar with. Through oral discussion bring out the following crafts and more: quilting, weaving, carving, riving shingles, dulcimer-making, candle-making, tool-making dying, etc. Students are encouraged to bring crafts to display and the teacher will bring examples of two very different quilts.

4. The teacher will explain how to rive shingles with an example of a rived shingle. After this demonstration, students are welcomed to discuss any crafts they might be familiar with.

5. Activity: A hand-out on how to make a Corn Husk Doll will be distributed and students will be encouraged to try their hand at it.

6. Activity: Speakers:

a) Mrs. Cleo Hall, Moselle, Ky., will be asked to speak or will be interviewed on corn husk doll-making.

b) Rosemary Ewen and Audrey Rogers, who both run craft shops in Hazard will be asked to speak.

D. Superstitions and Folk Remedies

1. Due to the scarcity of doctors, "herb-ladies" and midwives were quite common. Thus arose home-spun remedies and superstitions. In many instances these cures and sayings have scientific value and proof although the Appalachian was unaware of the intricacies and reasons of his methods.

* Appalshop film on midwifery - "Nature's Way"

2. Activity: Read and go over the remedies and superstitions found in the ASG (pages 16-20). Try to decide why the Appalachian explained things as he did and what, if any scientific basis there is to support his beliefs.

* Speaker: Dr. Becky John of Hazard.

3. Assignment: Students are asked to make a list of superstitions and folk remedies they are familiar with and explain scientific validity, if any.

4. Reading: Using Plumley's Things Appalachian, specifically the interviews on pages 10-29, further examine folklore.

E. Bulletin Board

1. Displays of ballads, tales, riddles, etc. that students have found. Also crafts that students have made or collected, such as corn husk dolls, may be exhibited.

F. Goals of Chapter IV.

1. General awareness and knowledge of folk culture in Appalachia, most specifically, music and ballads, oral tradition, arts and crafts, and superstitions and folk remedies.
2. Develop an appreciation for folk culture as something to be valued, not ridiculed.
3. Ability to perceive folk culture in their own lives and in their environments.

G. Time Allotment: Approximately one week.

H. Testing:

1. Brief objective test to determine if basic knowledge on folk culture is understood.
2. Loose-knit essays letting the student express himself artistically in reference to folk culture, for example, explaining the importance of ballads and why he likes or dislikes this form of oral literature.

V. Appalachian Language

A. Bi-dialectical Approach to Learning English

B. Appalachian Speech

C. Goals

D. Time Allotment

E. Testing

V. Appalachian Language

A. Bi-dialectical Approach to Learning English

1. Explanation of how dialects are equal and separate forms under the American Dialect spectrum. Standard American English is a dialect also, but it is the prestige dialect. Unfortunately, dialects have a way of stereotyping people. Many feel that a New England dialect signifies power, wealth and "class", whereas an Appalachian dialect mirrors apathy, ignorance and poverty.

2. The bi-dialectical approach does not discredit any dialect but teaches certain dialects for particular situations - just as a person has different clothes in his wardrobe for different occasions.

B. Appalachian Speech

1. The oldest known English language - dates back to Elizabethan, Middle and some Old English survivals.

2. Reading: Read "Mountain Language and the English Classics", William S. Hays , in the Mountain Review to show examples of language survivals.

3. One half million to one million of the thirteen million Appalachians speak this oldest known English Language.

4. Examples of Appalachian speech

a) Appalachian speaker doesn't open his mouth when speaking.

b) Many negatives intensify instead of cancelling each other out.

c) The love of "r".

Ex. window - winder widow- wider

hollow - holler ought - orta

Shape for the "r" before saying the vowel.
"b" + shape for "r" - slides into "r" == bear

d) Vowels

- split and dipthongized: "ma-an" (man)

- short "e" changes to short "i" before nasal:

"pin" (pen) "Jinkins" (Jenkins)

e) Insertion of the "a"

"a-hunting", "a-saying" - similar to a song, makes it melodic

f) Prepositions

many clustered together

5. Activity: Play the taped recording of Cratis Williams' recitation of "The Three Little Pigs".

6. Reading: Two additional readings on the subject may be found in Voices from the Hills. They are Earl F. Schrock, Jr.'s article and James Robert Reese's work. (page 460 and 474)

C. Goals for Chapter V

1. Perception that dialects are equal - one is not better than another.

2. Knowledge of specific characteristics of Appalachian speech.

D. Time Allotment: Two-three days

E. Testing: Brief objective testing on the characteristics of Appalachian speech and what makes it unique.

VI, Appalachian Literature

A. Tall Tale and Tall Talk

B. Local Color: Realism and Romance

C. New Dimensions of Realism: Renaissance in the Hills

D. Using the Past to Search for Identity

E. Poetry

F. Essays in Criticism and Culture

G. Goals

H. Time Allotment

I. Testing

VI. Appalachian Literature

* Voices from the Hills will be used as the basic text for the literature section of this course. It would be impossible to deal with all of the material in the text in the alloted time, therefore the teacher hopes to highlight the major works of the area contributed by the most renowned authors. The only reservation in the use of this text is that the level of the material may be a little too elevated for the high school student.

This chapter of the outline will be presented a little differently than the preceeding chapters. Because a basic text will be used, detailed information on the readings will not be necessary. Biographical information of the authors is also supplied in the text.

Basically the outline for this chapter will consist of the authors and works to be covered. The works will be classified according to genres and periods for the most part. Usually, introductory comments will be given for each group of works. After every reading oral discussion will follow along with the possibility of written questions and essays on the work analysed.

A. Tall Tale and Tall Talk

1. Introduction: Period during the early and mid- 1800's. The mountaineer in these works was a "comic type" who was very clever and full of imagination. A constant struggle existed in who could do something the best or get the last laugh.

2. David Crockett - "A Bear Hunt"

a) Biographical information - This "king of the wild frontier" is best remembered as an Indian fighter and frontiersman.

b) The story "Bear Hunt" is an example of the legendary characteristics attributed to Davy Crockett - Read the selection.

c) Questions for comprehension and analysis

d) Discussion

e) Essay on what Davy Crockett would think of the modern world.

3. George Wahington Harris - "Sut Lovingood's Daddy, Acting Horse"

a) Biographical Information - variety of jobs; most famous for his character, Sut Lovingood who was a rowdy, chronic drunkard; outstanding characteristic of his stories is dialect which is very thick. Make sure the students try reading some of this story orally to get the true flavor of the dialect.

b) Read the first selection - "Sut Lovingood's Daddy, Acting Horse"

c) Questions and discussion

d) Compare Harris and Crockett - which story did the students like the best? - what kind of image of the mountaineer do these stories suggest? - is there any violence in this story?

e) Have the students point out expressions that they have heard before and also ones they are unfamiliar with and do not understand. Make a list and explain them.

B. Local Color: Realism and Romance

1. Introduction: After the Civil War 1870's--; this period sought after a true representation of members of the different sections of the country; actually, though, these stories were full of nostalgia and appealed to the genteel Northern readers (not by coincidence).

2. Mary Noailles Murfree (Charles Egbert Craddock)

"The Dancin' Party at Harrison's Cove"

a) Biographical information - used a male pen name; was very popular among the Northern readers.

b) Read "The Dancin' Party at Harrison's Cove"

c) Questions and discussion

d) Give examples of romanticism and nostalgia as seen in this story. Point out the similarities and differences between this story and one from the Tall Tale section. If the students hadn't known it, would they have guessed that these two stories were about the same general group of people?

3. John Fox, Jr. - "Christmas Eve on Lonesome"

a) Biographical information - A Kentucky writer, Fox was also a popular writer nationally; he wrote of the Kentucky mountaineers and was extremely sentimental.

b) Read "Christmas Eve on Lonesome"

c) Questions and discussion

d) Did the students think the story would end the way it did? - Was this ending realistic or sentimentally unrealistic?

e) Compare the styles of Murfree and Fox - similarities and differences

f) Write another ending for "Christmas Eve on Lonesome" starting from any point near the end of the story that the student wishes.

C. New Dimensions of Realism: Renaissance in the Hills

1. Introduction: The writers during this period (the first third of the 20th Century) reacted against the local colorists, especially John Fox, Jr. They did not feel that the mountaineer had been realistically portrayed - virtues and vices alike - and decided it was time to quit "glossing over the defects of the Southern mountaineer".

2. Thomas Wolfe - "The Great Schism"

a) Biographical information - Considered by many as the greatest Appalachian writer. Wolfe was shy and natural but could attack someone in a fit of rage; super-sensitive and jealous. After writing Look Homeward Angel he was looked upon bitterly by the people he wrote about in his hometown of Asheville, North Carolina, and consequently he wrote You Can't Go Home Again.

b) Read "The Great Schism"

c) Questions and discussion

d) What is the "great schism" that Wolfe is speaking of? Describe the two distinct Joyner families.

e) As the story progresses, one becomes acutely aware that there is much symbolism in this story. Students should go through the story looking for symbols and try to explain what they stand for - written work.

f) Compare the two wives of Zach Joyner. Which appealed to the student the most? - written work.

3. Sherwood Anderson - "A Jury Case"

a) Biographical information - Although not a native-born Appalachian, Anderson moved to southwest Virginia and wrote of the mountaineer. His characters are not only mountaineers, but "authentic human beings also".

b) Read "A Jury Case"

C) Questions and discussion

d) What kind of a man was George Small - does he evoke pity or not?

e) What verdict do the students think the jury will decide on. If there is any disagreement have each side explain why they think it will be a guilty or not guilty verdict.

f) Compare Wolfe's style with Anderson's. Which is easier to read? Which is more appealing - why?

D. Using the Past to Search for Identity

1. Introduction - Although difficult to categorize contemporary writers of Appalachia, they all make use of the "living past". The characters try to "come to terms with the past" and integrate it into their present-day heritage.

2. Jesse Stuart - "Vacation in Hell"

a) Biographical Information - Stuart is not only a well-known and favorite son of Kentucky, but he is popular nationally also. He writes fiction, nonfiction and poetry displaying "narrative zest and enthusiasm".

b) Read "Vacation in Hell"

c) Questions and discussion

d) What do the students feel the rats, spider, snake and peaches symbolized? Explain the conflict between farming

and mining - what problems are associated with each?

What does the title "Vacation in Hell" mean - is it appropriate?

3. James Still - "A Master Time"

a) Biographical Information - James Still, although born in Alabama, makes his home in Knott County, Kentucky (Mallie - near Hindman). Still is a master story-teller who captures the Appalachian language very well. His stories are often subtle and his use of the ironic twist at the end is excellent.

b) Read "A Master Time"

c) Questions and discussions

d) Go through and pick out all the characteristic Appalachian things such as hog-killing, moonshine, the wise old woman, etc.

e) Write down all the words or phrases that the student might not be familiar with such as granny-doctor or master time. Have the students try to figure out what they mean.

4. James Agee "Family Ties"

a) Biographical information - Agee was a native of Knoxville, Tennessee and lived a rather tragic life having had three wives and a drinking and suicide problem. He is best known for the novel, A Death in the Family and also wrote the script for the African Queen. The role of family traditions has been masterfully treated by Agee as is seen in the following selection from his most famous book.

b) Read "Family Ties"

c) Questions and discussion

d) Have the students ever had any similar type of experience with a relative? What kind of a relationship does Rufus have with his family and in particular his great-great grandmother?

5. Wilma Dykeman - "Sins of the Fathers"

a) Biographical information - A native of Asheville, North Carolina, Wilma Dykeman has produced several works of fiction and non-fiction and lectures quite extensively. She and her husband, James Stokely (recently deceased) knew Thomas Wolfe personally. Add personal notes here about Ms. Dykeman and her husband.

b) Read "Sins of the Fathers"

c) Questions and Discussion

d) What kind of relationship do Cebo and the narrator have? What is it that is bothering the narrator? - Why can't he forget the past?

E. Poetry

1. Introduction - Appalachian poetry encompasses both the ballad and sonnet form. The themes are basic - beauty of nature, independence, and exploitation of man and the earth - and the style is simple and direct for the most part.

2. Jesse Stuart - from Man With a Bull-Tongue Plow
Album of Destiny
Kentucky Is My Land

a) Biographical information - (see VI D)

b) Read the selected poems

c) Question and discussion

d) Discuss nature as seen in the poetry, especially in "These Hills I Love". Examine the imagery.

3. Louise McNeill - from Gauley Mountain
Paradox Hill

a) Biographical information - Born in West Virginia, Ms McNeill has been a teacher in all types of situations from a

one room school house to a college. She is versatile, yet simple.

b) Read the selected poetry

c) Questions and discussion

d) How does her poetry differ from the male poets in this section, or does it? Are there any feelings or viewpoints that a woman uniquely has that are found in these poems?

4. Billy Edd Wheeler - from Song of a Woods Colt

a) Biographical information - Born in a coal town in West Virginia. A well-known folk singer who composes and sings songs, and also writes plays. Personal notes here about Wheeler.

b) Read the selected poetry

c) Questions and discussion

d) What musical qualities does the student see in these poems? What subjects are these poems commenting on? What is a woods colt?

e) * Play the taped recording of Billy Edd Wheeler's presentation - songs and lecture.

5. Lee Pennington - from Scenes from a Southern Road

a) Biographical information - Born in western Kentucky - he was encouraged to write by the principal of his high school, Jesse Stuart. Pennington is deeply aware of his attachment to the land.

b) Read the selected poetry

c) Questions and discussion

d) How is Pennington's love for the land reflected in his poetry? Is it optimistic or pessimistic poetry, or both?

6. Jim Wayne Miller - from Dialogue With a Dead Man

a) Biographical information - Raised in western North Carolina,

he now resides in Western Kentucky. Miller advocates strongly keeping the Appalachian culture alive and demonstrates this through his poetry, stories, lectures and essays.

(personal notes on Miller here)

b) Read the selected poetry

c) Questions and discussion

d) What kind of relationship was there between the author and SFS? What type of family reunions have the students been involved in - have they ever considered how their dead ancestors also attend these reunions? How does Miller "keep the Appalachian culture alive" in his poetry?-examples.

F. Essays in Criticism and Culture

1. Introduction - As Harry Caudill says "The Appalachian Mountain range is the least understood and most maligned part of America." Much controversial and conflicting literature has been written about Appalachia. The two essays included here both concern education and show the differing attitudes two men can have. Both offer different solutions to the problems of Appalachia as they see them.

2. Jack Weller - "Education"

a) Biographical information - A native of New York, Weller now resides in Hazard, Ky. He has been involved with the Presbyterian Church in the mountains which prompted his controversial book, Yesterday's People from which the selection on education is taken.

b) Read "Education"

c) Questions and discussion

d) What problems does Weller see in education in the mountains? How does he propose to improve the educational system, or

does he? Is he accurate, pessimistic, optimistic, fair in his p\. ceptions?

3. Jim Wayne Miller - " A Mirror for Appalachia"

a) Biographical information - (see VI E 6)

b) Read "A Mirror for Appalachia"

c) Questions and discussion

d) What problems does Miller see in the education of Appalachia's children? What solutions does Miller suggest? Compare Miller and Weller - where do they agree and disagree? Which one does the student feel has the best approach?

G. Goals for Chapter VI

1. General knowledge and appreciation of the major authors and works in Appalachian literature.
2. Ability to see similarities and differences between the works they read and their own life.
3. Conscious awareness of "things Appalachian" in the literature.

H. Time Allotment: Approximately four - four and one half weeks

I. Testing: After each section the student should be tested as to why the material falls into that specific category, questions about the material itself and questions about the author. Essay-type questions would be the best to use. Make sure the students understand the progressive direction of Appalachian literature.

VII. Project

During the last week of the course students will work on individual projects as well as the course work in literature. These projects will enable students to investigate a part of the course that especially interested them. After completion the students will present their projects to the rest of the class and when possible the projects will be displayed. The following is a suggested project list. If a student wants to work on something not listed, he should discuss it with the teacher. The teacher feels that this will be an enjoyable way to end the course.

SUGGESTED PROJECT LIST

1. Tell a Jack tale
2. Read several short stories or a book not included in the literature section of the course and make a report on it.
3. Make a relief map of Appalachia
4. Learn and sing a ballad
5. Learn to play an Appalachian musical instrument and perform for the class
6. Make a corn husk doll and explain the process to the class
7. Make a list of superstitions and explain what they mean and how they came about

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